

## The English Curriculum at Bernards Heath Infant School

During Year 2 we teach skills and knowledge in English to prepare the children for lifelong learning, to achieve economic wellbeing and to enable them to make a positive contribution as an adult. Children learn at different rates and we differentiate learning so all children can succeed and be challenged. The information below outlines the expectations for key skills and knowledge as well as the context including experiences children have to acquire these. The National Curriculum has a focus on making sure that the children are taught basic principles explicitly and that they have a broad and balanced curriculum with plenty of opportunities to apply what they have learnt.

Subject: English - Year 2 - Reading		
Skills	Knowledge	Context - What this looks like in the classroom:
<ul style="list-style-type: none"> <li>• Self-correct whilst in the flow of reading e.g. missing words/ mispronunciation</li> <li>• Predict with increasing accuracy during reading and then adapt predictions in the light of new information</li> <li>• Demonstrate empathy with characters looking at descriptions and actions</li> <li>• Make statements about characters on the basis of what is said and done e.g. 'I think the character is selfish/unkind/angry because it says she...'</li> <li>• Recognise that different characters have different thoughts/feelings about scenarios e.g. the Big Bad Wolf would see the story very differently to Little Red Riding Hood</li> <li>• Refer back to the text for evidence</li> <li>• Sustain silent reading for most of the time</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about words and phrases that link events e.g. meanwhile, just then, soon after</li> <li>• Talk about the use of features of organisation e.g. index, bold headings</li> </ul> <p>Use the following vocabulary and explain what it is and why it is used in books:</p> <ul style="list-style-type: none"> <li>• Noun</li> <li>• Noun phrase</li> <li>• Adjective</li> <li>• Adverb</li> <li>• Verb</li> <li>• Statement</li> <li>• Question</li> <li>• Exclamation</li> <li>• Command</li> <li>• Compound</li> <li>• Suffix</li> <li>• Tense (past and present)</li> <li>• Apostrophe</li> <li>• Comma</li> </ul>	<ul style="list-style-type: none"> <li>• All children have individual books chosen from a wide selection by a number of publishers. Each book has a colour band and this links to assessments we make (see the sticker in your child's reading record for more information). Sometimes children choose their own books from a selection and other times their teacher or teaching assistant may choose them. Some books focus on particular phonemes and graphemes children are learning, some are fiction and some are non-fiction. A list of success criteria is shared with parents in reading records. Every time a child moves on to the next book band the sticker describes what the child is learning next in their reading. Children read individually to teachers, teaching assistants, parent volunteers and with parents at home. The purpose of the reading books sent home is to develop fluency and children should be between 95-100% accurate.</li> <li>• Guided reading takes place each day in the classroom and is taught by the teacher. Each child takes part in guided reading once a week</li> </ul>

		<p>and these sessions involve children of similar attainments learning the skills of reading.</p> <ul style="list-style-type: none"> <li>In English lessons children are immersed in a range of fiction, non-fiction and poetry texts. Texts are chosen carefully to provide opportunities for the key skills in reading and writing to be taught. Adults model reading and talk about specific punctuation and what it tells us. Adults also model expression and intonation when reading aloud.</li> </ul>
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**Subject: English - Year 2 - Writing**

Skills	Knowledge	Context - How we teach this:
<ul style="list-style-type: none"> <li>Write simple sentences with complete grammatical accuracy</li> <li>Use full stops, capital letters, question marks, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>Independently monitor their own writing for sense, proofreading and editing previously taught aspects</li> <li>Plan and write own stories with a logical sequence of events using sentences grouped together to tell different parts</li> <li>Describe characters and include some dialogue</li> <li>Use texts read as templates and use language appropriate to the text type</li> <li>Use phrases drawn from story language to add more interest, e.g. 'She couldn't believe her eyes...'</li> <li>Establish the basic purpose of a text (e.g. main features of story, report)</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences with different forms: statement, question, exclamation, command</li> <li>Expand sentences using co-ordination (or, and, but) or subordination (when, if, that, because)</li> <li>Use adjectives and adverbs to give essential information e.g. 'plain flour' rather than 'flour'</li> <li>Use past and present tenses consistently</li> <li>Talk about compound sentences - explain what these are</li> <li>Use the grammatical terminology for reading from Year 1 and for Year 2 as well as the term 'suffix'</li> </ul> <p>Year 1 grammatical terminology for reading:</p> <ul style="list-style-type: none"> <li>Capital letter</li> <li>Word</li> <li>Singular</li> <li>Plural</li> <li>Sentence</li> <li>Punctuation</li> <li>Full stop</li> <li>Question mark</li> </ul>	<p>We teach writing in Year 2 through the writing sequence in English lessons. This involves the children having a 'first try' and then teachers using this information to adapt planning for the unit of work. Children are then immersed in quality examples of texts and familiarised with the text type. Guided by their teacher they identify what makes these texts good and this becomes success criteria. The children orally rehearse what they are going to write and contribute to shared writing where the teacher uses children's ideas and models writing for the class. This then leads to shared, guided and independent writing. Success criteria are used during lessons so children can assess what they have done well and what can be changed or added to improve their writing.</p> <p>Feedback is given to children verbally throughout lessons or in written form in books. Feedback is specific and relevant and children are given time to respond to their feedback during lessons or at the beginning of the next lesson. Spellings to practise are given to children as part of their feedback. Children practice letter formation and independent</p>

	<ul style="list-style-type: none"> <li>Exclamation mark</li> </ul> <p>Year 2 grammatical terminology for reading - see reading section above</p>	<p>writing weekly in focus tasks. Writing targets provide a clear structure for how to improve writing and these are discussed in lessons across the curriculum as appropriate. 'Every Time We Write' posters remind children of our expectations about writing in any situation.</p>
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**Subject: English - Year 2 - Spelling, Punctuation and Grammar**

Skills	Knowledge	Context - How we teach this:
<ul style="list-style-type: none"> <li>Form lower case letters of the correct orientation and size relative to one another</li> <li>Begin to use some of the horizontal and diagonal strokes to join letters (knows when some letters are next to each other they are best left un-joined)</li> <li>Write capital letters and digits of the correct size</li> <li>Spell by segmenting spoken words into phonemes and representing these with graphemes, spelling many correctly</li> </ul>	<ul style="list-style-type: none"> <li>Spell words with contracted forms where the apostrophe represents an omitted letter or letters</li> <li>Use the possessive apostrophe (singular) e.g. the girl's book</li> <li>Know the difference between words that have different meanings but sound the same (homophones) e.g. there/they're/their</li> <li>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>Begin to use simple dictionaries and, with support, thesauruses</li> </ul>	<p>In Letters and Sounds lessons children are taught graphemes and their corresponding phonemes. This is done through the use of flashcards, phoneme frames, games, the interactive whiteboard and quality texts showing good examples. Praise is given for 'checking' using prompts in the classroom and self correcting written work. Segmenting and blending are taught throughout the key stage so children can decode unfamiliar real words and alien words (alien words are not real words, children encounter these in the phonics screening materials). Resources are provided for independent learning including graphemes with pictures, high frequency word mats and letter formation reminders. Children may have additional resources provided as appropriate. Children who did not meet the Screening in Year 1 will receive extra support focused on phonics to address gaps in their knowledge. These children will repeat the Phonics Screening Check in Year 2.</p>

**Please see the 'Grammatical Terms' document for definitions of specific vocabulary.**